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is devoted to itinerant teacher-training work. He visits the schools of the state in which courses in vocational agriculture are given and assists the agricultural teachers in their classroom work and practice work.

At the Slater Normal, two trained women are employed who devote a greater portion of their time to the preparation of negro teachers of Home Economics. This institution has just completed a new building in which adequate provision for the teacher-training work has been made, and the work has been reorganized upon a much more efficient basis.

All the teacher-training institutions have been fortunate in securing men and women especially qualified by training and experience for the work they are expected to do, and the outlook for vocational work in North Carolina is much more hopeful than at any other time in its history.

OBSERVATIONS ON VISITING HOME ECONOMIC CLASSES

By MISS EDNA F. COITH

State Supervisor of Home Economics for North Carolina

OCCASIONALLY, I meet a superintendent who says, "Well, we don't care very much about the theory here; we want the practical work." I agree with such that we want practice, and we want it very practical. However, I believe such a superintendent knows not whereof he speaks when he says he does not care for theory. Let me illustrate by describing two classes that I visited in October. At one place, the name of which I forbear to give, the class filed in and put on their aprons, the teacher read them a recipe which the alert among the students copied; without discussion or comment, the class went to work, made the dish, ate it when completed, put up their aprons and left the room. Practical? Perhaps. Educational? Hardly. Worthy of college entrance credit? Decidedly not.

Now, let me describe in contrast a lesson on cereals which I saw taught by Miss Frieda Rentchler at the Chapel Hill high school. The class were beginners who had had less than one month's class work in foods. About eighteen comprised the class. After preparing for practical work by putting aprons on and washing their hands, the class sat down for a discussion. I will outline the discussion as I recalled it upon the completion of the lesson:

I. Breakfast:
  1. Parts of.
  2. Place of cereals in.

II. Cereals:
  1. Definition.
  2. Kinds of.
  3. Nature of.
  4. Reasons for cooking.
  5. Method of cooking.
    a. Five rules for cooking cereals.
    b. Proportions for preparing cream of wheat.
  6. Suitable accompaniments for serving cereals.
  7. Food value of.
  8. Cost of prepared and uncooked compared:
    a. Cost of package of "Cream of Wheat."
    b. Number of servings in package of "Cream of Wheat."
    c. Cost of "Post Toasties."
    d. Number of servings in package of "Post Toasties."
    e. Conclusion.

This theory took perhaps thirty minutes, then about thirty minutes were given to practical work; then there was a ten-minute discussion in which the chief points learned through the practice were summed up and reviewed; then ten minutes were given to serving, which was nicely done; and finally ten minutes for cleaning up were allowed. At the end of class, the teacher inspected each desk to see that it was in first class order.

In this lesson the following was gained:

The girls learned to read the printed page carefully and to pick out the vital parts. (In preparation.)

The ability to reason was developed and conclusions were based on the known.

A fund of knowledge concerning cereals was gained, such that the proper cooking of cereals could be reasoned out again, should the formula be forgotten; a comparison of costs of cereals was worked out so that the comparison might be further applied.

By preparing and serving cereals properly, knowledge gained was impressed on the memory.

Accuracy was developed. (One pupil did not follow directions with the result that her cereal was very thick and lumpy—a splendid object lesson.)

Neatness was practiced in person, manner of work, and order of desk.

Courtesy toward a guest was shown and good form was impressed in the serving of food and in eating correctly.

Thoughtfulness of others was developed (1) In each girl's being shown that in helping herself to some delicacy (raisins in this case), necessitated some other girl's having less than her share; (2) Carelessness in

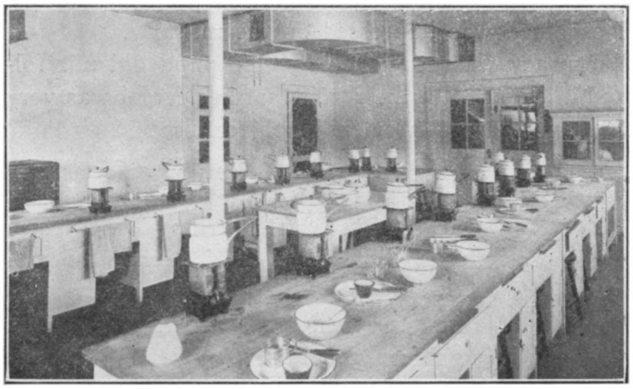
Group of Girls in Vocational Home Economics Classes, Chapel Hill High School

emptying refuse into the sink, etc., made more work for one of the housekeepers.

And going on, I could probably find other values gained by such a lesson, all in addition to the preparation of the particular dish. Such a lesson I believe to be decidedly more practical than the first one described, to be educational, to develop the social side of the child, and in short, to be worthy of college entrance credit.

But naturally such a lesson cannot be taught in a forty-five or fifty-minute period. Can you see why the Board of Vocational Education is so rigid in requiring ninety minutes for a lesson in foods?

A president of a large normal school once told me that, in his opinion, the subject studied in college mattered little; it was the way it was studied, the character it developed that counted. Unless our home economics subjects develop as much character as do the other subjects, we have no right to ask college entrance credit equal to that of other subjects. But if Home Economics not only develops powers but produces an interest in the problems of women in home and in community and if through this study the woman learns what sources of information are available and knows how to use these, then is our Home Economics instruction worthy of a high place in our high school curriculum.



Domestic Science Room, Chapel Hill High School

OBSERVATIONS ON THE TEACHING OF ALGEBRA

By A. W. HOBBS, Ph.D.

The University of North Carolina

ONE of the chief faults to be found with our teaching of algebra is that the students do not seem to have any clear ideas about what they are doing. We might seek to remedy this situation by constantly keeping before them an outline something like this:

In problems of arithmetic if we let the quantity sought be represented by a letter, then the solution of our problem is found by solving an equation. The solution of equations then is the purpose of algebra. In trying to solve equations we meet with the necessity for other numbers than integers and fractions. Thus negative numbers and radicals are called in and become a part of our number system. A great part of the time spent on algebra is taken up with learning how to handle these new numbers and how to simplify complicated expressions. The students get lost in this great amount of drill work and thus fail to get any idea of the subject as a whole. This kind of teaching is very bad for the position which algebra holds in our schools.

I have been collecting specimens for the past two or three years of the definitions given by freshmen for "root of an equation." Here are three typical examples:

"A root of an equation is a number which when multiplied by itself with the sign changed will give the equation." "A root is a number or term that will divide into another number or term an even number of times." "A root of an equation is that number which if divided into a number will give an equal quotient or zero."

Algebra must be a horrible nightmare to a person who does not know what is meant by "a root of an equation."

Answers to the examples on equations of course defeat the whole purpose of a book, but some teachers refuse to have anything to do with a text-book which leaves the student any room for thought.

An understanding of what we mean by "solution of an equation," and of the different classes of numbers